DOCUMENT RESUME

ED 460 934 SP 036 247

AUTHOR Desiderio, Mike
TITLE Constructs of Professional Educators & Pre-Service Teachers in the Field Based Course Teed 323, "Principles and Practices of Teaching."
PUB DATE 1994-12-00
NOTE 34p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Higher Education; Preservice Teacher Education; Secondary Education; *Secondary School Teachers; Student Teachers
IDENTIFIERS *Texas A and M University

ABSTRACT

The purpose of this study was to find the constructs of professional educators and pre-service teachers as they engaged in field-based course of study, "Principles and Practices of Teaching," at Texas A&M University. Of the 38 high school and junior high school teachers mentoring TEED, 323 (the "Principles and Practices of Teaching course) field-based students, a volunteer sample of 23 were interviewed for the study. Documents such as the grant application made to the Texas Education Agency and a copy of the proposed courses and their descriptions that would be included in a reconstructed secondary education program from an outline of the program were collected. Responses from the professional educators for volunteering to work with univesity students in TEED 323 indicated they were willing to take some responsibility when it came to developing new teachers for the profession of education. Some teachers stated a desire for help in the classroom. Two thirds of the teachers said they expected to get some type of help in their afternoon classes with activities such as grading, monitoring, and tutoring students in heed of help. A third of the teachers stated intrinsic reasons, such as their dedication to the profession, for wanting to work with university students. In general, this study showed that the teachers interviewed have a sense of commitment to the development of new teachers. They proved such commitment by volunteering their time and efforts to mentor students interested in the teaching field. In return for their time and efforts, the majority of the interviewed educators expect to receive a little help in the classroom; they showed a high regard for the program and the university students. Appendixes include: Teacher Responses to Protocol and Student Responses to Protocol. (AA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 460 934

CONSTRUCTS OF PROFESSIONAL EDUCATORS & PRE-SERVICE TEACHERS IN THE FIELD BASED COURSE TEED 323 "PRINCIPLES AND PRACTICES OF TEACHING"

by

Mike Desiderio

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

M. DESIDERIO

December 1994

SP036247

BEST COPY AVAILABLE

CONSTRUCTS OF
PROFESSIONAL EDUCATORS & PRE-SERVICE TEACHERS
IN THE FIELD BASED COURSE TEED 323
"PRINCIPLES AND PRACTICES
OF TEACHING"

I am a thirty-seven year old former teacher, coach, and administrator. I came to Texas A&M University with the intention of learning how to improve the quality of teachers coming into Texas Public Schools. Specifically, I see a need to improve the readiness of teachers going into our middle grade schools. With this in mind, I have begun a program of study that will help me accomplish these goals.

When I arrived at Texas A&M, my temporary chair, Dr. John Morris, told me about a very interesting pilot course that had been developed. This course, TEED 323 "Principles and Practices of Teaching" -- Field Based Sections 509 and 510, was developed because of a move to restructure the secondary education program at Texas A&M.

EARLY EFFORTS AT REFORM

The restructuring process began in the Fall 1992 as the result of the concern of the professors teaching the

secondary methods courses. There was concern for the quality and experiences secondary students were receiving in the secondary teacher education program.[J11/30] The Texas Education Agency was also in the process of developing new guidelines for certification and accountability. As a result of the new guidelines a grant proposal requesting $2,000,000 went to the Texas Education Agency.[R1-10] The purpose of the grant was to facilitate a collaborative effort to restructure teacher education programs between Texas A&M, Prairie View A&M and local school districts. In the fall of 1993, four teams were built to develop phases for the restructured education program. These teams, approximately six members each, were composed of university-content faculty members, education faculty members, graduate students, and public school teachers.[D1]

SEQUENCED PHASES

Near the end of the Spring Semester 1994, a four phase redesigned secondary education program was developed. During Phase I, students interested in becoming secondary education teachers would begin "self directed experiences with children."[D2] In a portfolio, students would document a minimum of forty-five clock hours of work with adolescents.[D3-3] The experiences students had during the forty-five hours could come from a variety of settings.

Examples could include working with Boys Clubs, Boy or Girl Scouts, School Families, Volunteers In Public Schools, etc. These experiences would encourage university students to see adolescents in a variety of settings and conditions. It would also allow the university student the opportunity to experience how adolescents develop physically, mentally, emotionally, and socially.[D2]

In Phase II, university students were to have the opportunity to develop an understanding of "teaching and schools in modern society."[D2] University courses that require direct field base experiences are incorporated into the curriculum. Field base experiences could include observation of classes, participation in volunteer school programs, student/teacher shadow studies, observations of extra-curricular activities, interviews of teachers and school staff, attending a school board meeting, etc.[D7/10-13] These experiences should help the university student see how the concept of school impacts the students and the responsibility of teachers in these settings.

Phase III was designed to assist university students in developing "skills to meet needs of society and students."[D2] In this phase, students work as an apprentice to a mentor teacher in the public schools. As Phase III is being piloted, apprentices are to be in the schools twice a week for three hours, experiencing the

school setting and culture.[D5-3] Apprentice activities could include, but were not to be limited to:

classroom observation
tutoring students
working with small groups of students
participating in extracurricular activities
monitoring hall duty
observing team meetings
observing conference period activities
attending a faculty meeting
consulting with the teacher
checking class roll
teaching a mini lesson
grading papers
creating bulletin boards
creating lesson plans
creating and duplicating activity sheets
monitoring activities
modifying tests[D8-1]

Apprentices will experience both the high school and junior high/middle grade school environments. This would provide the university student with experience in dealing with the different aged adolescents.

University students will also be involved in a lecture course that is divided into eight modules. These modules are:

Teaching as Reflective Problem Solving
Managing Classroom Learning Environments
Motivating Students to Learn
Making Ethical Instructional and Professional Decisions
Applying instructional Strategies
Teaching General Learning Strategies
Assessing Student Learning
Analyzing and Synthesizing Multiple Sources of Data
[D5/5-6]

Central themes in each of the modules would include:

Models and Theories of Human Behavior

Adolescent Cultures
Teacher and School Cultures
Action Research
Diversity of Learns[D5-6]

Upon completion of the first three phases, along with completion of university core curriculum, the student would then be eligible for admission to teacher education and Phase IV of the Secondary Education Program.[D2]

Phase VI will have two parts, Practicum I and Practicum II. In Practicum I, students are to "develop skills to organize content and technology for use in classrooms."[D2] They will accomplish this through experiences in both the high school and junior high/middle grade school settings twice a week. Class room lectures would again follow the school experience. Practicum I would focus on the implementation of teaching styles, lesson planning, and mini-teaching experiences leading to extended teaching.[D6]

Practicum II would be a semester of student teaching off the Texas A&M campus area. This would allow for, "the extended application and demonstration of the outcomes in the knowledge, skills and qualities domains gained in the program within a classroom setting in which a concentration on the pre-service teacher's content discipline area(s) is made possible."[D6-6]

PILOT PROGRAMS

Before full implementation of phases can be accomplished, pilot programs are necessary. Through pilot programs, university faculty and staff are able to see what works well. More importantly they are able to see what modifications need to be made to realize full implementation of the stated goals.

The course TEED 323 "Principles and Practices of Teaching" -- sections 509 and 510 are field based pilot sections of a course designed for Phase III. In sections 509 and 510, university students invest two afternoons a week at either College Station Junior High School or A&M Consolidated High School. During this time they work collaboratively with professional educators in their classrooms. After the public school is out for the day, a one hour lecture on the public school campus follows. Lecture topics include:

Discussion of the days experiences

Presentations from the school's faculty and staff on the workings of the public schools

Student-led presentations of learning experiences over selected topics

Classroom management and organization
Learning how to make lesson plans

Creating units of instruction.

Students also show their ability to use technology through guided and independent practice activities outside of the lecture.

AIMS OF STUDY AND METHODS USED

The purpose of my study was to find the constructs of professional educators and pre-service teachers as they engaged in the field based course of study, "Principles and Practices of Teaching."

On November 2, I developed a protocol that would help me learn the constructs of professional educators about TEED 323 Sections 509 - 510. The original protocol had the following six questions:

1. Why did you volunteer to work with university students in TEED 323?
2. What do you believe these pre-service teachers need to learn about before they enter the classroom?
3. How can these pre-service teachers acquire the knowledge they need before they become teachers?
4. What do/did you expect to receive from working with students in TEED 323? Intrinsic/Extrinsic
5. How have your A&M students performed in the classroom with students? Teacher?
6. Would you be interested in working with future TAMU students in the spring semester?

I reviewed this protocol with Dr. John Morris and Dr. Lynn Burlbaw, professors in the Department of Educational

Curriculum and Instruction. Dr. Burlbaw suggested I add an additional question to my protocol:

7. How have your students benefited from having A&M students in the classroom?

With the addition of this question, I completed my protocol for professional educators.

On November 4, I talked with Mr. Michael Horak, Assistant Principal at College Station Junior High School. He gave me permission to talk with those teachers at the junior high who were mentoring the TEED 323 field base students during their conference periods.

I then contacted the teachers. Fifteen volunteered to talk to me during their conference period. On Tuesday, November 8, and Thursday, November 10, I invested twelve hours interviewing these fifteen teachers. On November 13, I entered the data into my computer and then printed units on 3" by 5" rail cards.

On November 14, I contacted Mrs. Sherry Bugg, Assistant Principal at A&M Consolidated High School. She also gave me permission to talk to the mentor teachers during their conference periods. Eight teachers volunteered to be interviewed. These were done on Thursday, November 17. I invested five hours interviewing these eight teachers. On Saturday November 19, I entered the data from the high

school teacher interviews into my computer and printed units on 3" by 5" rail cards.

Of the 38 high school and junior high school teachers mentoring TEED 323 field based students, I interviewed a volunteer sample of 23. The longest interview I conducted lasted one hour.[J11/22-A] The shortest interview lasted fifteen minutes.[J11/22-A] The average length of an interview lasted a half hour.[J11/22-A] I had been working with these teachers over the course of the semester. Therefore, I do not feel trust was an issue. I made field notes to record their responses and comments. If I had it to do all over again, I would have also audio taped the sessions. I understand there can be problems with audio taping alone. But with field notes alone, I cannot help feeling that information can be missed. For the sake of accuracy, I believe doing both is better.

Also during this time I was collecting documents and records. I first obtained a copy of the of the grant application made to the Texas Education Agency. I then obtained an outline of the of the Reconstructed Secondary Education Program, copies of the four different phase proposals, and a copy of the proposed courses and their descriptions that would be included in a reconstructed Secondary Education Program.

I had been thinking about a protocol for the university students, but I was not sure what I wanted to ask them. I then turned to the original proposal for this case study. I had my answer. I made the protocol in such a way that I could see if there was a difference in the constructs between the pre-service teachers and professional educators with respect to this course. This original protocol included:

1. Why did you enroll in section 510 of TEED 323?
2. What do you believe someone should learn before they start student teaching?
3. How can you acquire this knowledge?
4. How has this course been different from what you thought it would be when you first registered?
5. How have you performed in the classroom with the public school students? Teachers?
6. How have the public school students benefited from your being in the classroom?
7. Would you recommend sections 509 - 510 to others?
8. Do you still intend to teach in the public schools? If so, what grade level and why? If not, why?

I again sought input into the protocol questions from Dr. Morris and Dr. Burlbaw. It was suggested by Dr. Burlbaw that concerning question 6, I also ask how the university student benefited from the experience in the classroom. I added this as question 6B in the protocol for TEED 323 field based students.

I took a random sample of six students from section 510, approximately 30% of the class. On November 21, I conducted a forty-five minute group interview with these students. I had the students write down their comments to my questions. While they were writing, we discussed their individual responses as a group. With the permission of all six students, I audio taped this session. That evening I entered the data from the students' responses into my computer and printed out units on 3" by 5" rail cards. I then categorized all unit cards as we were shown in class.

FINDINGS -- PROFESSIONAL EDUCATORS AND STUDENTS

Professional educators gave several responses for volunteering to work with university students in TEED 323. The four most common responses were:

⇒ Giving back to the teaching profession.
⇒ Exposing A&M Students to the school environment before student teaching. This was to help them decide if they still want to teach.
⇒ Influencing future teachers.
⇒ Wanted help in their classroom from another adult.

The first three responses in this list show that these professional educators are willing to take some responsibility when it comes to developing new teachers for the profession of education. Some teachers stated a desire for help in the classroom.

To show a clarification in the thinking of professional educators on these points, I asked teachers what they expected to receive from having A&M students in their classroom. Two thirds of the teachers said they expected to get some type of help in their afternoon classes. Examples the teachers gave of the type of help they expected included: grading, monitoring, and tutoring students in need of help.[J11/22-D] One teacher put it this way, "If she would grade some papers and work with students that need help, I would be more than paid back."[JH15-4]

A third of the teachers stated intrinsic reasons, such as their dedication to the profession, for wanting to work with university students. One teacher commented, "I enjoy helping someone fulfill their goals."[JH2-4] Another such comment was, "Seeing the eagerness of the A&M students keeps me excited, motivated."[JH6-4] This teacher further commented that she tends to do a better job when someone is in the classroom.[JH6-4]

All six students responded that their reasons for enrolling in the pilot study had to do with spending more time in the public school classroom. One student put it this way, "It would give me the opportunity to make sure I wanted to teach at the secondary level."[ST3-1]

Teachers gave nine different responses as to what university students should know before entering the

classroom as student teachers. How to work effectively with people was the most common response. Teachers listed administrators, parents, faculty, and students as people they have to work with regularly.[J11/22-B] One teacher's comment in this area that deals with her relationship with her students was particularly noteworthy, "Know [that]respect for the teacher comes out of respect for the student."[JH6-2]

Not surpassingly, student discipline was the second most common response. Knowledge of subject area(s), knowing the different learning styles of students and classroom management were also common responses of teachers.

Students also had several responses as to what they believed they should know before they student teach. Developing effective teaching strategies was their most common response. Dealing with student discipline was second on the TAMU students' list also. Students then listed making lesson plans, communication skills, and working with and keeping students interested.

What I found interesting about these responses was that most of the teachers' responses dealt with dealing with people. Most of the students' responses dealt with preparing themselves to teach. I believe that these differences can be attributed to developmental processes that the university students are going through. However,

education is a business that requires you to constantly deal with people. As a former educator, I know that your interpersonal skills are more important than any other skill you have. I believe that this is an area we must begin to emphasize as students go through teacher education programs.

When it comes to how these educators could help their university students gain this knowledge, the majority of teachers said allowing the students in their classrooms to observe them modeling the behaviors was the best way. Two thirds of these teachers also wanted time to discuss with the students what they were observing. They felt this could be done during a conference period or after school.[J11/22C] One of the university students had commented that she would like this to occur so that she could get more feedback from the teacher.[ST1-comments]

Students believed there were two ways they could acquire the necessary knowledge before student teaching. The first was through observation and experience in the classroom. "I think you gain this by experience and talking with teachers for their input."[ST4-3] "By experience in the classroom under the cooperating teacher."[ST3-3] The second way was through university level classes.

At first I was surprised that no one mentioned having students volunteer to work with adolescents outside of the classroom. Then I looked at the way I worded the stem for

the teachers and what students felt they needed to know. I asked teachers what they could do for the student, not what they felt the student should do. If I were to do it again, I would ask what teachers felt the university students should do to gain this knowledge. Students were more interested in pedagogy and content knowledge then interpersonal skills. As I stated earlier, this could be due to the developmental processes these university students are going through.

Both groups reported that A&M students got along fine with the public school students. Understanding the public school students is another story. As one of the A&M students put it, "Sometimes I felt I succeeded with students. Sometimes I had no clue as to how to respond to students."[ST1-5] This may be a good case in point as to why prospective teachers need to work with adolescents in volunteer programs.

Both groups also reported that they got along with each other well. One teacher reported that she had her A&M student over to her home.[JH3-5] One student reported, "I love my junior high teacher. She is a great mentor."[ST2-5]

What I believe should be the most important point in the eyes of the professional educators is how their students benefited from having a TEED 323 student in their classroom. All teachers agreed that having the A&M students in their

classrooms benefited their students. The individual tutoring seemed especially helpful. "Those she has worked one-on-one with have directly benefited."[JH15-6] Teachers also noted that their students were able to receive more personal attention from an adult. "[An] extra person to ask questions of."[JH5-6] Having their students get another person's perspective was an important benefit that several teachers saw.

University students believed that they were of benefit to public school students in several ways. Helping to monitor students to keep them on task, tutoring and another person to ask questions of were mentioned. One student noted that he believes he may have influenced some of the public school students to go to college.[ST6-6]

The most important point in the eyes of TAMU students should be how they benefited from being in the public school classroom. All these students believe they benefited in some way from the classroom experience. Seeing different learning styles and learning to interact with students were the most common responses. Several of the students said it did more for them then just this. "I gained confidence in myself and my teaching ability by working with students."[ST1-6] "[This experience] has given me [the] opportunity to put into practice what I have learned in other classes."[ST2-6]

When I asked students how the course differed from what they believed it would be like when they first enrolled, most of the students thought the observations would all be in classes in their teaching field. It was originally planned for this to occur, but scheduling problems did not allow for this in all instances. Two of these students thought the work load would be different. One thought more work would be involved; the other anticipated less work in the course. One student was surprised about the amount of freedom she was given by her mentor teacher regarding how active she could be during class.[ST2-4]

I asked the university students if they would recommend the field based sections to other students who would be taking TEED 323. All said yes. I then asked it they still intended to teach in public schools? Four said yes, but two were not sure. Of those students who said they wanted to teach, two wanted to be placed in high school, two wanted to be in junior high.

One of the two wanting to be placed in high school felt that these students would be more mature and motivated to learn.[ST2-8] The other stated, "I feel I can give satisfaction to the students."[ST5-8] Both of those wanting to be placed at the junior high school, wanted to have an influence on students at an earlier age.

Of the two students that were not sure if they still wanted to teach, one stated, "Having this experience has shown me that the public school system may not be for me."[ST4-8] The other student felt that it would depend on his student teaching experience.[ST6-8]

All of the teachers I interviewed said they would be willing to take future university students in their classrooms. One instructor said that A&M students in her class "...makes me better."[JH8-7] Another teacher related that having a TEED 323 student was a positive experience.[HS1-7]

Several of the general comments from the teachers showed a high regard for the program and the university students. "I think it is very valuable they are doing this before they go into student teaching."[JH15-comments] Another teacher stated that the quality of A&M students is very good, even better than ten years ago.[JH4-comments] Still another says "[The field based] Program seems to attract more dedicated students."[JH2-comments].

University students general comments were in regard to the grading system for the course. All thought that more credit should be given to the observation portion, and less to the lecture portion of the course.

FINDINGS

This case study shows that the teachers I talked with have a sense of commitment to the development of new teachers. They have volunteered their time and efforts to mentor TAMU students interested in the teaching field. In return for their time and efforts, they expect to receive a little help in the classroom.

The teachers in this study believe that they can help university students gain some knowledge about the classroom and how to manage it. They believe that this can be accomplished by modeling the proper behavior and talking with TAMU students about what they see in the public school classroom.

These teachers also believe that their students benefited from having TAMU students in the classroom. They also showed a high regard for the program and the university students in it by saying they would accept more TAMU students in the future.

The university students I interviewed believe that they could benefit from investing more time in the public school classroom prior to student teaching. These students expressed that by observing a mentor teacher and experimenting with what they saw, they too could learn to manage a classroom. This experience also showed two

students that that they may not want to be a classroom teacher in the public schools.

The TAMU students also have a high regard for the aims of this pilot program. They demonstrated this by stating they would recommend the field based sections to other students. These students also felt the pilot course could be improved by having classroom observations in their content area.

KEY TO REFERENCES

To identify the source material for this case study, I used three codes to categorize interviews: junior high school teachers [JH], high school teachers [HS], and student observers [ST]. The number directly after the category code identifies an individual person. The number directly after the dash identifies their response to that question. As an example [JH4-6] would identify the fourth junior high school teacher I interviewed with their response to stem number 6. When the person is making a comment, it is so marked in the reference.

References to the reflective journal are marked by [J] followed by the date of entry. The date is located on the upper outside corner of the page. For dates that have multiple entries, a capital letter will follow the to indicate the number of the entry on that date. As an example [J11/22-C] refers to the third journal entry made on November 22.

I used one document of record [R1], the grant proposal application to the Texas Education Agency. I used eight documents [D] in this case study. They are:

Proposal Schedule for the Restructuring Texas A&M Secondary Teacher Education Programs [D1]

Outline of "Secondary Program Redesign" [D2]

Third Draft of the Phase I Secondary Teacher Education Program [D3]

March 9, 1994 Draft of the Phase II Secondary Teacher Education Program [D4]

"Phase III: Developing Skills to Meet Needs of Society and Students" [D5]

"Phase IV Development Team Report" [D6]

"Secondary Education Redesign Course Descriptions" [D7]

Letter from mentor teachers from Dr. Morris [D8]

APPENDIX A
Teachers Responses to Protocol

APPENDIX "A"
PROTOCOL FOR TEACHERS

WHY DID YOU VOLUNTEER TO WORK WITH UNIVERSITY STUDENTS IN TEED 323?

7 respondents - To give back to the teaching profession.

6 respondents - Wanted help in their classroom from another adult.

5 respondents - Expose A&M students to the school environment before student teaching. They can then decide if they want to teach.

5 respondents - Influence future teachers.

3 respondents - Introduce different teaching styles to students

2 respondents - Show what teaching is really like (not 8 - 3:00)

1 respondent - recruited by asst. principal

WHAT DO YOU BELIEVE PRE-SERVICE TEACHERS NEED TO LEARN BEFORE THEY ENTER THE CLASSROOM AS STUDENT TEACHERS?

8 respondents - How to work effectively with people. Includes administration, parents, faculty, and students. "Know respect for the teacher comes out of respect for the student." JH6

7 respondents - student discipline

5 respondents - class room management - "Classroom management is the result of teaching style, what works for me may not work for them." JH6

5 respondents - knowledge of subject area

5 respondents - knowledge of different learning styles

4 respondents - time management

4 respondents - record keeping

3 respondents - set up lessons - including lesson plans

2 respondents - being organized

HOW CAN YOU HELP THESE PRE-SERVICE TEACHERS ACQUIRE THE KNOWLEDGE THEY NEED BEFORE BECOMING TEACHERS?

13 respondents - Allowing A&M students to observe and having time later in the day to discuss the observations with them. This could be done during a conference period or after school.

7 respondents - modeling

3 respondents - let them get up in front of the class and do structured activities.

2 respondents - share examples of modified tests, rules, assignment sheets, then have them make some up.

2 respondents - allow them to look at records such as grades, seating charts, etc.

NOTE - from #2 -- 8 responses in dealing with people, including students. No one suggested working with young adolescents outside of school

WHAT (IF ANYTHING) DID/DO YOU EXPECT TO RECEIVE BY WORKING WITH STUDENTS IN TEED 323. INTRINSIC/EXTRINSIC

16 respondents - getting help in the afternoon classes - grading, monitoring, one-on one with students that need it. "If she would grade some papers and work with students that need help, I would be more then paid back." JH15

7 respondents - Being helpful to A&M students that want to become teachers. "I enjoy helping someone fulfill their goals." JH2

OTHER COMMENTS: "Seeing the eagerness of the A&M students keeps me excited, motivated." JH6

"I tend to do a better job when someone is in the class." JH6

HOW HAVE YOUR A&M STUDENTS PERFORMED IN THE CLASSROOM WITH STUDENTS? WITH TEACHER?

21 respondents - fine to excellent with both students and teacher

1 respondent - related that one of the A&M students was acting more as a peer then as a teacher in the classroom.

HOW HAVE YOUR STUDENTS BENEFITED FORM HAVING A&M STUDENTS IN YOUR CLASSROOM?

12 respondents - one-on-one help or individual tutoring for students. "Those she has worked one-on-one with have directly benefited.

8 respondents - More personal attention from an adult. "Extra person to as questions (of)."

6 respondents - students get another persons perspective

5 respondents - extra monitoring of student activity (keeping them on task and focused)

4 respondents - Freed up the teacher to allow them more time to work with students.

3 respondents - Allowed students to relate to a younger adult.

WOULD YOU BE INTERESTED IN WORKING WITH FUTURE A&M STUDENTS (TEED 323) DURING THE SPRING SEMESTER?

18 respondents - yes -- JH18 says about A&M students in her class "makes me better."

HS1 says "Sure, I think it would be great." HS1 also related that having a TEED 323 student in the class was a positive experience

2 respondents - yes - only if they do not have a student teacher in the spring.

2 respondents - No - because they will have a student teacher in the spring.

GENERAL COMMENTS:

5 respondents - complemented the new program. comments such as: "I think it is very valuable they are doing this before they go into student teaching." JH15

1 respondent - need more time to work with A&M student after school

1 respondent - have students do volunteer work with kids

1 respondent - match up students with classes in their certification field

1 respondent - quality of A&M students is very good; much better then 10 years ago

APPENDIX B
Student Responses to Protocol

APPENDIX "B"
PROTOCOL FOR TEED 323 STUDENTS IN SECTION 510

WHY DID YOU ENROLL IN SECTION 510 OF TEED 323?

6 respondents - more time in the classroom

1 respondent - smaller number of students in the lecture for more individual instruction

1 respondent - "It would give me the opportunity to make sure I wanted to teach at the secondary level." ST3

WHAT DO YOU BELIEVE SOMEONE SHOULD LEARN BEFORE THEY START STUDENT TEACHING?

5 respondents - develop different methods of teaching (teaching strategies)

4 respondents - discipline procedures

3 respondents - make lesson plans
develop communication skills
working with different students & keeping their interest

2 respondents - knowledge of different learning styles of students

1 respondent - time management

HOW CAN YOU ACQUIRE THIS KNOWLEDGE?

5 respondents - observation and experience in the classroom

"I think you can gain this by experience and talking with teachers for their input." ST4

"By experience in the classroom under the cooperating teacher" ST3

4 respondents - university level classes

NOTE: 5 respondents dealt with communication with students or their learning styles. None of the university students said anything about working with young adolescents as a volunteer outside of the classroom.

HOW HAS THIS COURSE BEEN DIFFERENT FROM WHAT YOU THOUGHT IT WOULD BE WHEN YOU FIRST ENROLLED?

3 respondents - thought the observations would be in their teaching fields for the entire course.

2 respondents - thought the work load would be different; 1 more, 1 less.

1 respondent - thought the lectures would be on the A&M campus

1 respondent - She was given a choice about how active she could be in the classroom.

1 respondent - thought more credit should be given to the observations portion and less to the lecture portion. The reasoning was that 90 hrs were spent in the schools vs. 36 for sections 501-508. (see comments)

HOW HAVE YOU PERFORMED IN THE CLASSROOM WITH THE PUBLIC SCHOOL STUDENTS? TEACHER(S)?

5 respondents - well with teachers and students.
"I love my Junior High Teacher. She is a great mentor." ST2

"Sometimes I felt I succeeded with students. Sometimes I had no clue as to how to respond." ST1

1 respondent - did not respond

HOW HAVE THE PUBLIC SCHOOL STUDENTS BENEFITED FROM YOUR BEING IN THE CLASSROOM?

2 respondents - Another person to ask questions of

Monitoring the learning environment

Individualized help for students in need

1 respondent - Another persons point of view

Feel he may have influenced some students to go to college

HOW HAVE YOU BENEFITED FROM YOUR BEING IN THE CLASSROOM?

2 respondents - see different learning styles

learned to communicate and interact with students

1 respondent - learned what interests students

see if this (teaching) is what they want to do.

learned to handle discipline problems

develop their teaching style

"I gained confidence in myself and my teaching ability by working with students." ST1

"(Classroom observation)Has given me (the) opportunity to put into practice what I have learned in other classes." ST2

WOULD YOU RECOMMEND SECTIONS 509 - 510 TO OTHER STUDENTS?

6 respondents - yes

DO YOU STILL INTEND TO TEACH IN THE PUBLIC SCHOOLS? IF SO, WHAT GRADE LEVEL AND WHY? IF NOT, WHY?

4 respondents - yes -- 2 @ H.S. 2 @ J.H.

why HS - 1) more mature students and motivated learners
1) "I feel I can give satisfaction to the students." ST5

why JH - 2) Be of some influence to students at an earlier age.

2 respondents - not sure

"Having this experience has shown me that the public school may not be for me." ST4

depends on student teaching experience

COMMENTS:

5 respondents - Believe more credit should be given for observation. A typical comment is:

"More points should be given for observing since most of the day is spent observing." ST4

1 respondent - Would like to receive more feedback from teachers she is working with. (Could this be handled during additional after school time spent with the teacher?)